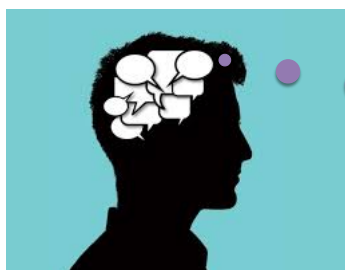


## Lesson Learning Target

**Function(s):** **Name** places in a city  
**Ask and answer** questions indicating if there is or isn't (place) in a city



Hear the conversation you want students to have.

Laura Terrill

## Learning Target – Name places that are found in and near cities



Hear the conversation you want students to have. Do not teach the conversation.

- Do you want to go to Angers?
- Angers? I don't know. I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. What about La Baule?
- Maybe, are there museums and good restaurants?
- Of course.
- OK, what about 3 days in La Baule and 3 in Angers.
- Great idea. Let's go.

Laura Terrill

## Vocabulary: Imagine the conversation.....

All languages should address all of the functions that are listed here. The actual vocabulary may be adjusted by language to reflect the types of resources being used as well as the cultural aspects of language.

### Describe a city

Comment est la ville?	What is the (city)like?
Elle est/ La ville est...	It is....
Grande, petite, moyenne	Big, small, medium sized
Y a-t-il....	Is there....? Are there....?
Il y a.... Il n'y a pas de....	There is .... / There isn't.....
Il y a un fleuve. Il n'y a pas de fleuve.	a river.
un château, pas de château	a chateau.
une école, pas d'école	school.
un café, pas de café	cafe.
un restaurant, pas de restaurant	restaurant.

Laura Terrill

## Key Lesson Planning Question

What will the students be required to do, say, make, or write during the lesson that will both deepen and assess their learning?



Laura Terrill

## Springfield Lesson Design

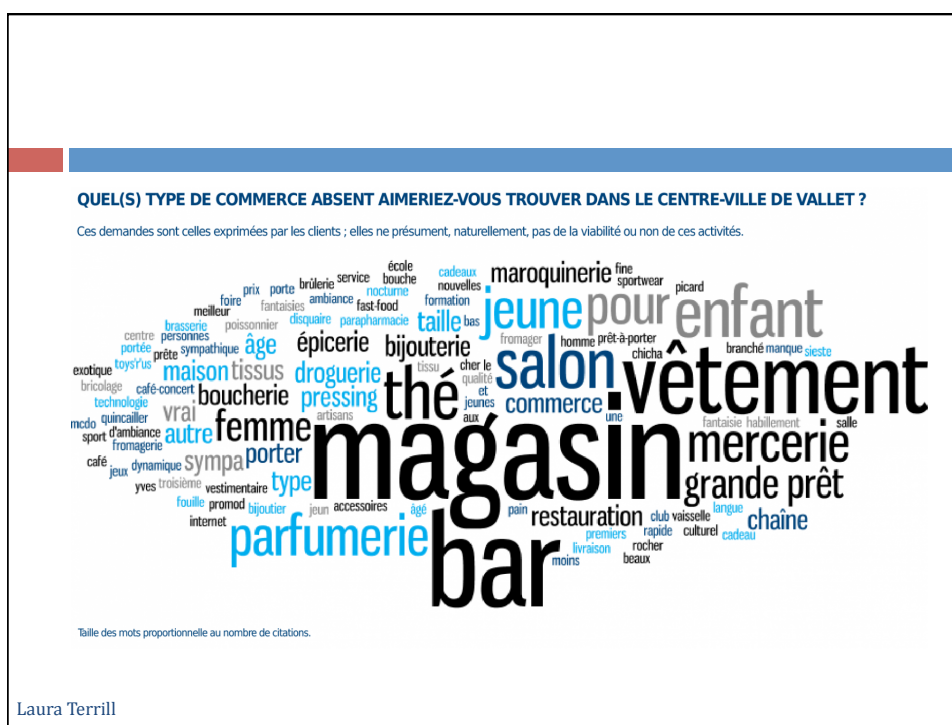
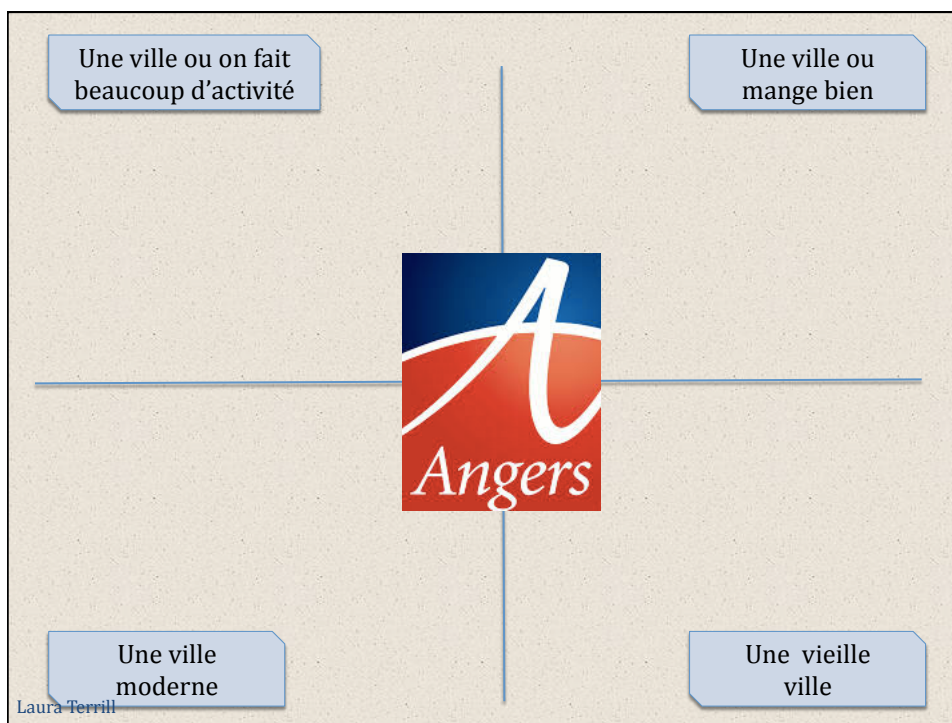
<b>Language Function/ Can Do</b>	<b>Objectives</b>	<ul style="list-style-type: none"> <li>Name places in a city</li> <li>Ask and answer questions indicating if there is or isn't (place) in a city</li> </ul>
<b>Input</b>	<b>Mini Lesson</b>	Identification of places in context; stating if there or not (interpretive & interpersonal)
<b>Performance/ Feedback</b>	<b>Learning Activity</b>	Reading; providing proof for/against (interpretive) Pairing to ask and answer questions about places (interpersonal)
<b>Check for Understanding/Formative Assessment</b>	<b>Wrap Up</b>	Quick write: 2 minute timed writing on city of Angers (presentational)

Laura Terrill

## Getting Started



Laura Terrill





## Working with video - vocabulary

- Show the video without images or show the video without sound.
- Ask students to list words and phrases they think they will hear based on the images
- Alternatively, show images and ask them to predict what the song is about based on the images.

Laura Terrill

## Gain Attention/Input

### Une journée à Angers



Students complete a graphic organizer as they watch the video a second time.

Laura Terrill

## Elicit Performance/Provide Feedback

Proof for		Proof against
	Clo a 18 ans. ( <i>Clo is 18.</i> )	
	On peut faire les magasins. ( <i>You can shop.</i> )	
	Il y a beaucoup de restaurants. ( <i>There are a lot of restaurants.</i> )	
	Angers est près de la mer. ( <i>Angers is near the sea.</i> )	

### Process:

1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.
5. They write 2 additional statements and exchange with another pair.

Laura Terrill

## Comment est Angers?

J'y vis depuis que j'ai 18ans, (et j'en ai 43)  
 C'est une ville calme, très bien achalandée si tu aimes les petites boutiques, il y en a pour tout les goûts du baba-cool aux très chic..écoles dans tous les coins de la villes, cuisine scolaire public, bien d'après mes enfants qui y mange tous les jours..Bars, je ne les fréquente pas mais je sais qu'il y a de tout aussi...Restaus , (que l'embaras du choix, marocains, turc, végétaliens, canadiens, médiéval, resto à viande etc..) Pour aller à la mer, nous y allons souvent , il faut 1h15 direct par l'autoroute pour te rendre sur la cote atlantique..  
 voilà ce que je peux te dire..  
 Bis CLO

[http://forum.aufeminin.com/forum/preschezvous19/\\_f1943\\_preschezvous19-C'est-comment-angers-quelle-distance-par-rapport-a-la-mer.html](http://forum.aufeminin.com/forum/preschezvous19/_f1943_preschezvous19-C'est-comment-angers-quelle-distance-par-rapport-a-la-mer.html)

Laura Terrill

## Comment est Angers?

I have been living here since I was 18 years old, (and I am 43)

It is a quiet town, very well stocked if you love the little shops, there is something for all tastes of hippie with very chic..schools in every corner of the city, public school cafeterias, good according to my children who eat there every day ..Bars, I do not frequent them but I know there are many... restaurants (so many choices, Moroccan, Turkish, vegan, Canadian, medieval, meat restaurant etc ..) To go to the sea, we go often, it takes 1:15 by highway to get you to the Atlantic coast .. this is what I can tell you ..

Kisses CLo

[http://forum.aufeminin.com/forum/preschezvous19/\\_f1943\\_preschezvous19-C'est-comment-angers-quelle-distance-par-rapport-a-la-mer.html](http://forum.aufeminin.com/forum/preschezvous19/_f1943_preschezvous19-C'est-comment-angers-quelle-distance-par-rapport-a-la-mer.html)

Laura Terrill

## Quels restaurants y a-t-il à Angers?

*What restaurants are in Angers?*



Y a-t-il....? Oui, il y a **une** cathédrale.  
Non, il n'y a pas **de** stade.

*places in a city  
There is or there isn't.....*



une cathédrale



un stade

Laura Terrill

Y a-t-il....? Oui, il y a **un/une** \_\_\_\_\_.  
Non, il n'y a pas **de** \_\_\_\_\_.

*Places in a city...  
There is or there isn't.....*



un château



un café

Laura Terrill

Y a-t-il....? Oui, il y a **un/une** \_\_\_\_\_.  
 Non, il n'y a pas **de** \_\_\_\_\_.

*Places in a city...  
 There is or there isn't....*



Laura Terrill

Y a-t-il....?      un?   une?   **de?**

*Places in a city...  
 There is or there isn't....*



Laura Terrill



Y a-t-il....?

un? une? de?

Places in a city...  
There is or there isn't....



une gare



une plage



une piscine



un fleuve

Laura Terrill

Ecrivez 3 lieux.



1. une .....

2. ....

3. ....

une cathédrale  
un stade  
un château  
un café  
une gare  
une plage  
une piscine  
un fleuve

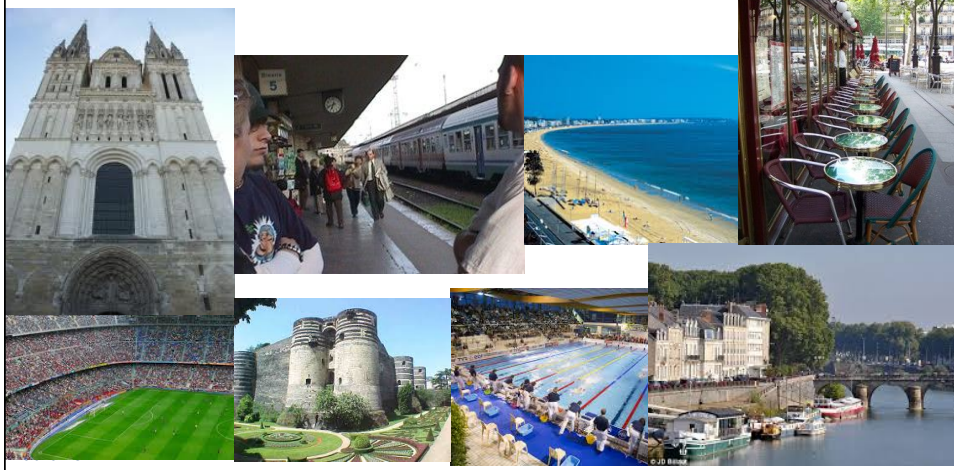
Y a-t-il (un stade)?  
Oui, il y a un stade.  
Non, il n'y a pas de stade.

Laura Terrill

Places in a city...  
There is or there isn't....

*Places in a city...  
There is or there isn't.....*

Discutez Angers.



Tu aimes Angers?

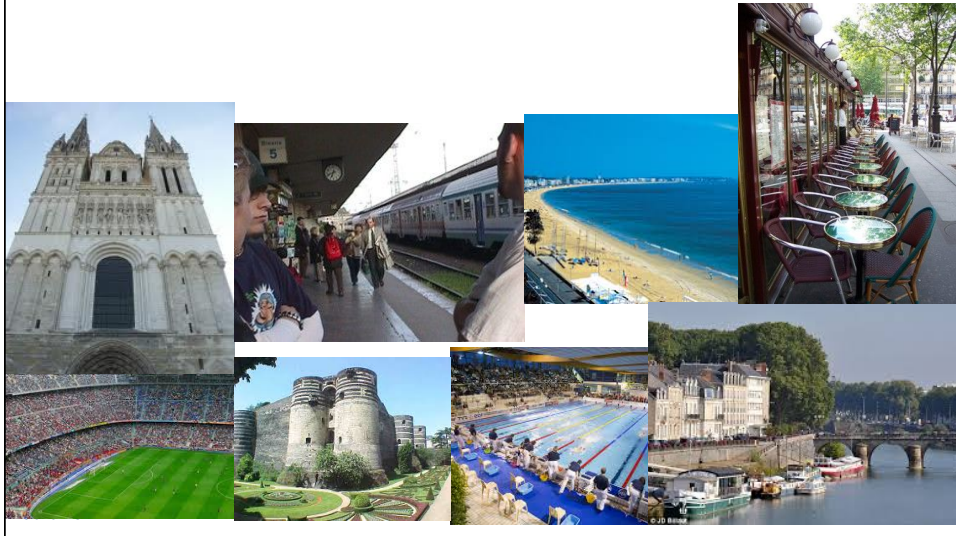
*Places in a city...  
There is or there isn't.....*

- ☐ Oui, parce qu'il y a \_\_\_\_\_.
- ☐ Non, parce qu'il n'y a pas de \_\_\_\_\_.



## Tu aimes Angers?

*Places in a city...  
There is or there isn't....*



## Quick Write



Write for 2 minutes about city life. What is there in a city? What do you like to do? Why do you go to different places?

Laura Terrill



## Capturing Learner Interest

### Lead with Culture

Ready to go to the beach for a day???

#### Authentic Text

- is written by native speakers for native speakers
- provides visual support
- is culturally rich
- provides models of correct language

Laura Terrill

## Creating a global mindset...

Rooms of the house

school

meals

family

Laura Terrill

## Getting the most out of a text



- How can you best use this text in the **interpretive** mode?



- What **interpersonal** conversation would students be likely to have on this topic?



- What might students do in the **presentational** mode as a way of making learning more concrete?

Laura Terrill

## Consumerism

EQ: What is responsible consumerism?

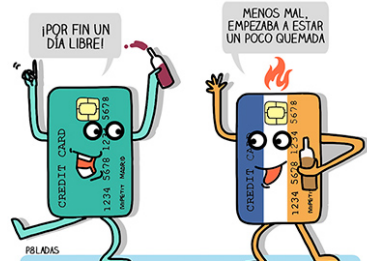
30 de noviembre de 2012  
**1 día sin compras**  
364 de consumo responsable



NO CONFUNDAS  
CALIDAD DE VIDA  
1234567890  
CON NIVEL  
DE CONSUMO

Muchas personas  
gastan **dinero**  
que no han ganado,  
para comprar  
cosas que no  
**quieren**, para  
imprimir a personas que  
no les agradan...

Si quieres participar en una acción  
compra el 30 de noviembre por el  
100% de consumo responsable  
Organizan:  
Z. Ocas



Laura Terrill

## Made in Bangladesh



Day 1 - Brainstorm

Laura Terrill

## Brainstorming

Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.

Laura Terrill

## Made in Bangladesh

Before seeing the video....

Sentences in target language. Try to use cognates and circumlocution as much as possible at this point. Then, if you want them to have a specific word like "sewing" connect it to the cognate or definition you use in the either/or activity.

- ▣ She works in the US or in Banglesh.
- ▣ She works in a factory or in a school - by making the choice obvious you are able to embed new words in context.
- ▣ She makes clothes or she makes computers.
- ▣ She likes her work or hates her work.
- ▣ The boxes stay in Bangladesh or go to many countries.

Show the video in chunks at this point. Stop and have them retell the story in their own words.

Laura Terrill

## ACTFL IPA INTERPRETIVE TASK COMPREHENSION GUIDE

32

- ▣ Key Word Recognition (*English to Target Language*)
- ▣ Main Idea(s)
- ▣ Supporting Details
- ▣ Organizational Features
- ▣ Guessing Meaning from Context (*TL to English*)
- ▣ Inferences
- ▣ Author's Perspective
- ▣ Comparing Cultural Perspectives
- ▣ Personal Reaction to the Text

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Laura Terrill

## IPA Interpretive Comprehension

### Literal Comprehension

33

	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
<b>Word Recognition</b>	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
<b>Main Idea Detection</b>	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
<b>Supporting Detail Detection</b>	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.

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## IPA Interpretive Comprehension

### Figurative Comprehension

34

	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
<b>Organizational Features</b>	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or, identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
<b>Guessing Meaning from Context</b>	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
<b>Inferences</b>	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
<b>Author's Perspective</b>	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
<b>Cultural Perspectives</b>	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/products to perspectives is superficial or lacking.

Laura Terrill

## La adicción a las compras

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**LA ADICCIÓN A LAS COMPRAS** es un impulso incontrolable para adquirir objetos inútiles o innecesarios. La gratificación deriva, más que de la utilidad de los productos, del propio proceso de comprar. Este consumo, no planificado, va más allá de las posibilidades económicas de la persona y le lleva a tener un exceso en sus gastos e incluso a generar deudas.

Entre las causas que mueven a comprar de forma desmesurada no se encuentra la necesidad, sino un descontrol de los impulsos y un pensamiento irracional que surge de una necesidad emocional, de la falta de autoestima, de un vacío o de la imposibilidad de soportar frustraciones y problema.

Laura Terrill

Shopping addiction is an uncontrollable impulse to acquire useless or unnecessary objects. Gratification is derived, not from the utility of the products, but from the act of buying. This unplanned consumption goes beyond the economic possibilities of the person and leads him to have an excess in expenditures and even generate debts.

Among the causes that move disproportionately to buy is not a necessity but a lack of control of impulses and irrational thought that arises from an emotional need, lack of self-esteem, a vacuum or inability to withstand frustrations and problem.

## Key Word Recognition

36

**Find the following Spanish words in the article.**

- |             |                     |
|-------------|---------------------|
| 1. impulse  | 5. unplanned        |
| 2. useless  | 6. among the causes |
| 3. vacuum   | 7. self-esteem      |
| 4. tolerate | 8. necessity        |

<b>Strong Comprehension</b>	<b>10</b>	Identifies all key words appropriately within context of the text.
<b>Meets Expectations</b>	<b>9</b>	Identifies majority of key words appropriately within context of the text.
<b>Approaching Expectations</b>	<b>8</b>	Identifies half of key words appropriately within the context of the text.
<b>Minimal Comprehension</b>	<b>7</b>	Identifies fewer than half of key words appropriately within the context of the text.
<b>No Comprehension</b>	<b>5</b>	Does not identify any of the words appropriately within the context of the text.

Laura Terrill

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## Main Idea

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What is the main idea of this article? Answer in English.

<b>Strong Comprehension</b>	<b>10</b>	Identifies the complete main ideas(s) of the text.
<b>Meets Expectations</b>	<b>9</b>	Identifies the key parts of the main ideas(s) of the text but misses some elements.
<b>Approaching Expectations</b>	<b>8</b>	Identifies some parts of the main idea(s) of the text.
<b>Minimal Comprehension</b>	<b>7</b>	May identify some ideas from the text but they do not represent the main idea(s). They are supporting details.
<b>No Comprehension</b>	<b>5</b>	Does not provide a response.

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## Supporting Details

38

Check each detail that is mentioned in the article (not all are included). Copy the information that is given for each detail you have checked.

- \_\_\_1. Those who shop to excess often incur debt. \_\_\_\_\_
- \_\_\_2. Compulsive shoppers shop out of emotional necessity. \_\_\_\_\_
- \_\_\_3. Compulsive shoppers usually buy more and more each time. \_\_\_\_\_
- \_\_\_4. Shopping gives some people a rush of adrenaline. \_\_\_\_\_
- \_\_\_5. Compulsive shoppers have trouble dealing with frustrations and problems. \_\_\_\_\_
- \_\_\_6. Compulsive shoppers buy items that are not needed. \_\_\_\_\_

<b>Strong Comprehension</b>	<b>10</b>	Identifies all supporting details in the text and accurately provides information from the text to support these details.
<b>Meets Expectations</b>	<b>9</b>	Identifies the majority of supporting details in the text and provides information from the text to support some of these details.
<b>Approaching Expectations</b>	<b>8</b>	Identifies half of the supporting details in the text and may provide limited information from the text to support these details.
<b>Minimal Comprehension</b>	<b>7</b>	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
<b>No Comprehension</b>	<b>5</b>	Does not provide a response.

Laura Terrill

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## Guessing Meaning from Context

39

Based on this text, write what the following words/expressions probably mean. Give your answer in English.

1. la gratificación **deriva**
2. un **pensamiento** irracional
3. la **falta** de autoestima
4. tener un **exceso**
5. generar **deudas**
6. **soportar** frustraciones

<b>Strong Comprehension</b>	<b>10</b>	Infers meaning of all unfamiliar words and phrases in the text. Inferences are accurate.
<b>Meets Expectations</b>	<b>9</b>	Infers meaning of more than half of unfamiliar words and phrases in the text. The inferences are plausible although some may not be accurate.
<b>Approaching Expectations</b>	<b>8</b>	Infers meaning of half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
<b>Minimal Comprehension</b>	<b>7</b>	Infers meaning of less than half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
<b>No Comprehension</b>	<b>5</b>	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.

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## Inferences

40

Is the author critical of or understanding of the shoppers he describes in the article? Support your answer with evidence from the text. Give your answer in English.

<b>Strong Comprehension</b>	<b>10</b>	Infers and interprets the text's meaning using clear evidence from the text.
<b>Meets Expectations</b>	<b>9</b>	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.
<b>Approaching Expectations</b>	<b>8</b>	Makes a few plausible inferences regarding the text's meaning.
<b>Minimal Comprehension</b>	<b>7</b>	Inferences and interpretations of the text's meaning are incomplete and/or not supported by evidence from the text.
<b>No Comprehension</b>	<b>5</b>	Does not provide a response.

Laura Terrill

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## Cultural Perspectives

41

What have you learned about the target language culture from this article? Would this article have been different if it had been written for a US audience? Give your answer in English.

<b>Strong Comprehension</b>	<b>10</b>	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.
<b>Meets Expectations</b>	<b>9</b>	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.
<b>Approaching Expectations</b>	<b>8</b>	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.
<b>Minimal Comprehension</b>	<b>7</b>	Identification of cultural perspectives/norms is mostly superficial or lacking And/or connection of cultural practices/products to perspectives is superficial or lacking.
<b>No Comprehension</b>	<b>5</b>	Does not provide a response.

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## Interpretive Listening

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### French



What do you know about Albam? Check all that apply.

- \_\_\_ She is a professor.
- \_\_\_ She is 24.
- \_\_\_ She does not have children.
- \_\_\_ She likes sports.
- \_\_\_ She often goes to the gym.
- \_\_\_ She lives in Paris.

Are you likely to be friends with Albam? Why or why not? Justify your answer with information from the text.

### Spanish



What do you know about Sergio? List 3 things.

- 1.
- 2.
- 3.

What one question might you ask to get to know him better?

Laura Terrill

## Key Word Recognition

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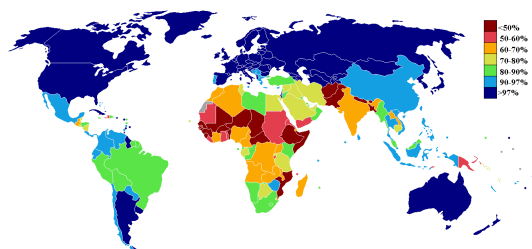
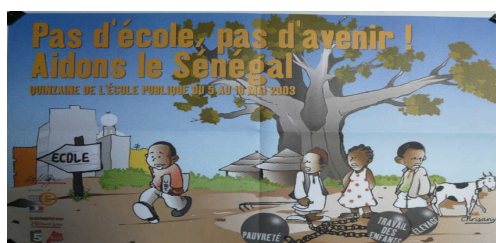
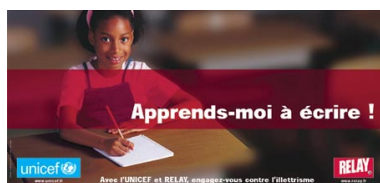
<b>Strong Comprehension</b>	<b>10</b>	Identifies all key words appropriately within context of the text.
<b>Meets Expectations</b>	<b>9</b>	Identifies majority of key words appropriately within context of the text.
<b>Approaching Expectations</b>	<b>8</b>	Identifies half of key words appropriately within the context of the text.
<b>Minimal Comprehension</b>	<b>7</b>	Identifies fewer than half of key words appropriately within the context of the text.
<b>No Comprehension</b>	<b>5</b>	Does not identify any of the words appropriately within the context of the text.

Laura Terrill

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## Global Challenges: Education

*Why can't all children go to school?*



Laura Terrill

## Un enfant réalise son rêve grâce à une photo



Laura Terrill

<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

## *Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.*



Students write questions in target language that are answered in the text.

Daniel Cabrera a 9 ans. Il vit aux Philippines, un pays d'Asie du Sud-Est, situé à plus de 11 000 kilomètres de la France. Les Philippines sont constituées de plus de 7 000 îles. Daniel vit à Cebu, une île située au centre de l'archipel philippin.

Laura Terrill

<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

## *Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.*



Students select 3-4 important words and explain why.

Que nous montre cette photo?

Daniel est assis dans la rue, la nuit est tombée ; il a posé son cahier sur un tabouret et il fait ses devoirs à la lumière d'un fast-food, près de chez lui. Le petit garçon est très déterminé, il veut devenir policier... et médecin. Il sait que pour réussir il lui faut aller à l'école. Daniel est d'autant plus motivé qu'il vit dans un pays très pauvre : 1 Philippin sur 4 vit dans un bidonville, et n'a pas toujours de quoi manger. Beaucoup de petits Philippins travaillent ou mendient au lieu d'aller à l'école.

Laura Terrill

<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

## *Inferencing*



1. What is going on in this picture
2. What do you see that makes you say that?
3. What more can we find?

Laura Terrill

[visualthinkingstrategies.org](http://visualthinkingstrategies.org)

## Explain the images....



Laura Terrill

## Que font-ils cet été ? Abass, 7 ans, Sénégalais

Voici Abass, un Sénégalais de 7 ans qui habite à Dakar, la capitale du Sénégal. Il parle le wolof, la langue la plus courante au Sénégal. Mais il maîtrise aussi très bien le français. Dans son pays, les vacances durent trois mois: la chance!

Here's Abass, a Senegalese who is 7 years old who lives in Dakar, capital of Senegal. He speaks Wolof, the most common language in Senegal. But he also speaks French very well. In his country, the holidays last three months: luck!

### Mot du jour : Sénégal

Le Sénégal est un pays de l'Afrique de l'Ouest. Il longe l'océan Atlantique. Il est entouré par la Mauritanie, le Mali, la Guinée et la Guinée-Bissau. À l'intérieur de ses terres, se trouve un tout petit pays, la Gambie. Au Sénégal, il y a 14 millions d'habitants.

Laura Terrill

<http://1jour1actu.com/monde/que-font-ils-cet-ete-abass-7-ans-senegalais-65837/>

## Que font-ils cet été ? Abass, 7 ans, Sénégalais

### **Abass, est-ce que tu as des vacances cet été ?**

Oui, mes vacances durent 3 mois. De juillet à septembre. C'est pareil pour la plupart des enfants sénégalais.

### **Que fais-tu pendant ces vacances ?**

Comme toutes les vacances, je vais chez ma mémé qui habite à deux minutes de chez moi. Là-bas, c'est bien car il y a aussi mes cousins et mes cousines et on fait plein de jeux. On se lève vers 9 heures, on regarde des dessins animés en attendant que ma mémé prépare le petit déjeuner. Après, je me lave, je m'habille, et avec mes cousins, on va au cours de Coran (Abass est musulman). C'est obligatoire. Au retour, on se lave les mains, on déjeune et on fait une petite sieste. Puis, on joue, on dîne et le soir, je reste un peu avec les adultes au salon où je finis par m'endormir.

Laura Terrill

<http://1jour1actu.com/monde/que-font-ils-cet-ete-abass-7-ans-senegalais-65837/>

## Que font-ils cet été ? Abass, 7 ans, Sénégalais

### **Abass, do you have a vacation this summer?**

Yes, my holidays last 3 months. From July to September. It's the same for most Senegalese children.

### **What do you do during the holidays?**

Like all holidays, I go to my grandma who lives two minutes from my home. It's great there because my cousins are also there play lots of games. We get up around 9 am, we watch cartoons while waiting for my grandma to fix breakfast. Afterwards, I wash, get dressed, and I go with my cousins to the Quran class (Abass is Muslim). It's obligatory. When we return, we wash our hands, we eat lunch and take a nap. Then we play, dine and in the evening, I stay with the adults in the living room for a little while where I end up falling asleep.

Laura Terrill

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## Que font-ils cet été ? Abass, 7 ans, Sénégalais

### Quelles sont tes activités favorites, pendant l'été?

J'adore le foot de quartier et les sorties à la plage avec toute ma famille. J'aime aussi jouer aux billes et aller jouer aux jeux vidéos au centre commercial près de chez moi.

### Quel temps fait-il, chez toi, l'été?

Au Sénégal, il fait très chaud et on a du soleil toute la journée. Le soir, il fait un peu plus frais.

### Quels sont tes plats préférés pendant les vacances?

J'aime bien manger le thiéboudienne et le mafé qui sont des plats de mon pays. J'aime bien aussi les pizzas et les mangues. En boisson, ce que je préfère, c'est le bouye (jus avec la pulpe du fruit du baobab) et le bissap (à base de fleurs d'hibiscus) ; mais pas le jus de gingembre, car c'est trop fort pour moi.

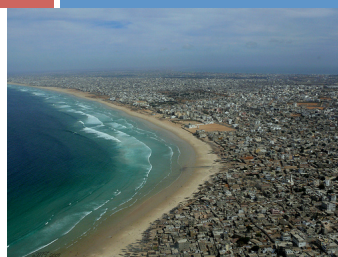
### Pour finir, peux-tu dire une petite phrase en wolof pour les lecteurs d'1jour1actu?

« Yaroulène té déguale sène pape ak sène yaye niom rek nio kham li bakh si yène », ce qui signifie en français: «Écoutez vos papas et vos mamans car eux seuls savent ce qui est bon ou mauvais pour les enfants! »

<http://1jour1actu.com/monde/que-font-ils-cet-ete-abass-7-ans-senegalais-65837/>

Laura Terrill

## Explain the images....



Laura Terrill

**The Faces of Me**  
What determines identity?  
Who is the "real" me?

HI!...  
**I'M THE REAL ME!**

No soy flaca, no soy gorda.  
No soy pequeña, ni grande.  
Tampoco soy complicada,  
ni alta, tampoco soy baja.  
No soy moderna, ni retro.  
No soy normal, ni simple.  
No soy fácil, no soy difícil,  
no soy barata o sobrevalorada.  
Tampoco clásica.  
No soy perfecta, pero...

**Soy única.**

**HERO** **HERO** **ANTI HERO** **ANTI HERO**

That  
"delinquent"  
could save  
your life

**EXTROVERT**  
VS.  
**INTROVERT:**  
Extroverts are energized  
by people. Introverts are  
energized by time alone.

**QUI PREND DES SELFIES**  
54%  
DES  
FEMMES  
CONTRE  
46%  
DES  
HOMMES

**¿Qué define  
nuestra  
identidad?**

## Brainstorm vocabulary, create questions



Laura Terrill

<http://actualidad.rt.com/sociedad/view/118840-selfie-peligroso-telefono-foto-video-toros>



## Before Reading: Prediction



- Students write:
  - headline
  - photo caption
  - first paragraph or lines of article
- Students then share what they have written with other students/groups. Students predict which version is most likely.
- Students read the actual article and compare.
- They add useful vocabulary to personal vocabulary.

Laura Terrill

## During reading



- Students read the actual article and compare to their versions.
- They work with ACTIVE strategies as they read.
- They add useful vocabulary to personal vocabulary.

### ACTIVE

Ask questions, make connections, track down most important words or ideas, make inferences, visualize, extend their learning

Laura Terrill

## El video más peligroso: un joven se graba mientras es perseguido por toros

**Un joven en EE.UU. capturó en su teléfono inteligente el momento en el que estaba siendo perseguido por varios toros mientras participaba en un encierro.**

El chico, llamado Christian, presume de haberse tomado el '[selfie](#)' más peligroso que se haya capturado jamás. El muchacho decidió filmarse a sí mismo con su teléfono móvil mientras participaba en el Houston Bull Run, un evento que se celebra en Texas y que recuerda a los encierros que tienen lugar durante las fiestas de San Fermín en Pamplona, España.

Uno de los espectadores fotografió al muchacho en el momento en el que el joven corría y se grababa, y colgó la imagen en el portal [Reddit](#). Más adelante, otro internauta compartió un enlace al vídeo que grabó Christian con su 'smatphone'.

Laura Terrill

## Extend to other modes



### Interpersonal

- Role play an interview with this young man.
- Share your opinions about the actions of this person. Talk over the “dangerous” things you have done.

### Presentational

- Write the comments you would include on any social media site where you saw this picture.
- Tweet to call attention to this event.

Laura Terrill